

Vance-Providence Elementary

633 Camden Road
Vance, South Carolina 29163

Grades	K-5 Elementary School	
Enrollment	313 Students	
Principal	James R. Myers	803-492-7766
Superintendent	Dr. David Longshore, Jr.	803-496-3288
Board Chair	S. B. Marshall	803-496-3288

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	52	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	Yes

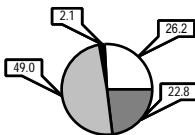
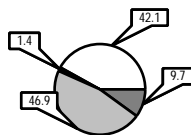
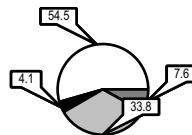
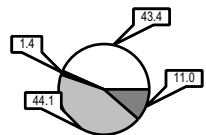
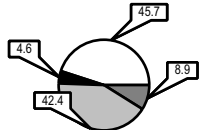
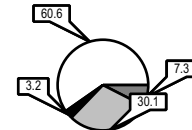
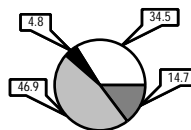
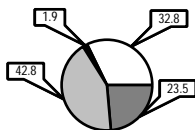
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	154	99.4	25.7	49.3	22.9	2.1	38.2	Yes	Yes
Gender									
Male	78	100.0	36.1	48.6	15.3	0.0	20.8		
Female	76	98.7	15.3	50.0	30.6	4.2	55.6		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	150	99.3	25.5	49.6	22.7	2.1	38.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	125	100.0	20.7	50.9	25.9	2.6	42.2		
Disabled	29	96.6	46.4	42.9	10.7	0.0	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	154	99.4	25.7	49.3	22.9	2.1	38.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	154	99.4	25.7	49.3	22.9	2.1	38.2		
Socio-Economic Status									
Subsidized meals	148	99.3	26.8	50.0	21.0	2.2	37.0	Yes	Yes
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	154	99.4	41.7	47.2	9.7	1.4	19.4	Yes	Yes
Gender									
Male	78	100.0	50.0	45.8	4.2	0.0	9.7		
Female	76	98.7	33.3	48.6	15.3	2.8	29.2		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	150	99.3	41.1	47.5	9.9	1.4	19.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	125	100.0	36.2	50.0	12.1	1.7	23.3		
Disabled	29	96.6	64.3	35.7	0.0	0.0	3.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	154	99.4	41.7	47.2	9.7	1.4	19.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	154	99.4	41.7	47.2	9.7	1.4	19.4		
Socio-Economic Status									
Subsidized meals	148	99.3	43.5	46.4	8.7	1.4	18.1	Yes	Yes
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	154	99.4	54.2	34.0	7.6	4.2	11.8
Gender							
Male	78	100.0	62.5	29.2	5.6	2.8	8.3
Female	76	98.7	45.8	38.9	9.7	5.6	15.3
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	150	99.3	53.9	34.8	7.8	3.5	11.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	125	100.0	50.0	36.2	9.5	4.3	13.8
Disabled	29	96.6	71.4	25.0	0.0	3.6	3.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	154	99.4	54.2	34.0	7.6	4.2	11.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	154	99.4	54.2	34.0	7.6	4.2	11.8
Socio-Economic Status							
Subsidized meals	148	99.3	55.8	33.3	7.2	3.6	10.9
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	154	99.4	43.1	44.4	11.1	1.4	12.5
Gender							
Male	78	100.0	54.2	38.9	5.6	1.4	6.9
Female	76	98.7	31.9	50.0	16.7	1.4	18.1
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	150	99.3	42.6	44.7	11.3	1.4	12.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	125	100.0	38.8	47.4	12.1	1.7	13.8
Disabled	29	96.6	60.7	32.1	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	154	99.4	43.1	44.4	11.1	1.4	12.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	154	99.4	43.1	44.4	11.1	1.4	12.5
Socio-Economic Status							
Subsidized meals	148	99.3	44.2	44.2	10.1	1.4	11.6
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	55	100.0	18.5	50.0	29.6	1.9	31.5
	4	47	100.0	25.5	38.3	31.9	4.3	36.2
	5	54	100.0	25.9	59.3	14.8	N/A	14.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	49	98.0	17.8	44.4	35.6	2.2	37.8
	4	56	100.0	28.8	57.7	11.5	1.9	13.5
	5	49	100.0	29.8	44.7	23.4	2.1	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	55	100.0	33.3	63.0	3.7	N/A	3.7
	4	47	100.0	40.4	38.3	14.9	6.4	21.3
	5	54	100.0	46.3	50.0	3.7	N/A	3.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	49	98.0	40.0	51.1	8.9	0.0	8.9
	4	56	100.0	42.3	48.1	9.6	0.0	9.6
	5	49	100.0	42.6	42.6	10.6	4.3	14.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	49	98.0	57.8	33.3	8.9	0.0	8.9
	4	56	100.0	48.1	42.3	7.7	1.9	9.6
	5	49	100.0	57.4	25.5	6.4	10.6	17.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	49	98.0	33.3	57.8	6.7	2.2	8.9
	4	56	100.0	40.4	44.2	15.4	0.0	15.4
	5	49	100.0	55.3	31.9	10.6	2.1	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 313)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	3.9%	3.0%
Attendance rate	94.7%	Down from 97.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Up from 1.9%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%	Up from 2.6%	5.7%	3.2%
Eligible for gifted and talented	4.5%	Down from 7.0%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	Up from 3.5%	8.0%	8.2%
Older than usual for grade	0.3%	Up from 0.0%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	65.2%	Down from 69.6%	50.0%	52.6%
Continuing contract teachers	65.2%	Down from 69.6%	77.3%	83.3%
Highly qualified teachers	85.0%	Down from 94.1%	91.7%	93.5%
Teachers with emergency or provisional certificates	6.3%	Down from 11.8%	3.0%	0.0%
Teachers returning from previous year	89.5%	Up from 88.3%	83.0%	87.0%
Teacher attendance rate	96.7%	Up from 94.5%	94.9%	95.0%
Average teacher salary	\$41,615	Up 1.9%	\$40,366	\$41,703
Prof. development days/teacher	18.5 days	Up from 17.8 days	14.4 days	12.8 days
School				
Principal's years at school	9.7	Up from 7.1	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.8 to 1	16.3 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 90.6%	88.8%	89.8%
Dollars spent per pupil*	\$6,465	Up 8.6%	\$7,524	\$6,242
Percent of expenditures for teacher salaries*	59.0%	Down from 59.1%	63.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	85.8%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	No

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Vance-Providence Elementary School is located in a rural setting in Orangeburg County with 96 percent of the students on free or reduced-priced lunch. At Vance-Providence Elementary, we set high standards and have high expectations for success. Our PACT scores showed improvement for students scoring below basic between the spring of 2003 and the spring of 2004. Vance-Providence Elementary received a SCANA Homework Center grant that provided tutoring for students in grades two and three. Vance-Providence Elementary met the requirements for adequate yearly progress for Title I.

We offered various programs to promote community involvement. Our lunch buddies program brought in community groups and agencies that provided support and guidance for our students. Our career day gave students the opportunity to observe and ask questions of representatives from various walks of life and to gain a perspective of the types of work they might wish to pursue. During our Meet the Teacher/Welcome Back Night, students and parents were provided the opportunity to meet with representatives from various community agencies and make inquiries about services available to them. In addition, Vance-Providence Elementary received a grant from the Lake Marion Kiwanis Club for a "fence garden."

Vance-Providence Elementary School students are honored for their achievements. The University of South Carolina at the Region II Science and Engineering Fair recognized several students for distinguished achievement and outstanding ability to communicate Science. Another student was recognized by the Governor as a "Good Citizen." Palmetto Pride recognized Vance-Providence Elementary for first place in the recycling project competition.

In order to meet the diverse needs of all their students, teachers work diligently to improve their professional skills. Several staff members were selected to serve on the PACT question review team. Three staff members were certified as ADEPT evaluators. To insure the quality of the instructional program, teachers are monitored on a daily basis by the school administration and periodically by members of the District's Teacher Support Team.

Vance-Providence Elementary School is blessed with a supportive business community, a committed clergy and parents who stress the importance of a quality education program. As our motto states, Vance-Providence Elementary is "Where Excellence Is the Rule."

Sandra White, SIC Chairperson
James R. Myers, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	44	46
Percent satisfied with learning environment	87.0%	90.9%	91.3%
Percent satisfied with social and physical environment	86.4%	90.9%	89.1%
Percent satisfied with school-home relations	71.4%	86.4%	79.1%

*Only students at the highest elementary school grade level at this school and their parents were included.